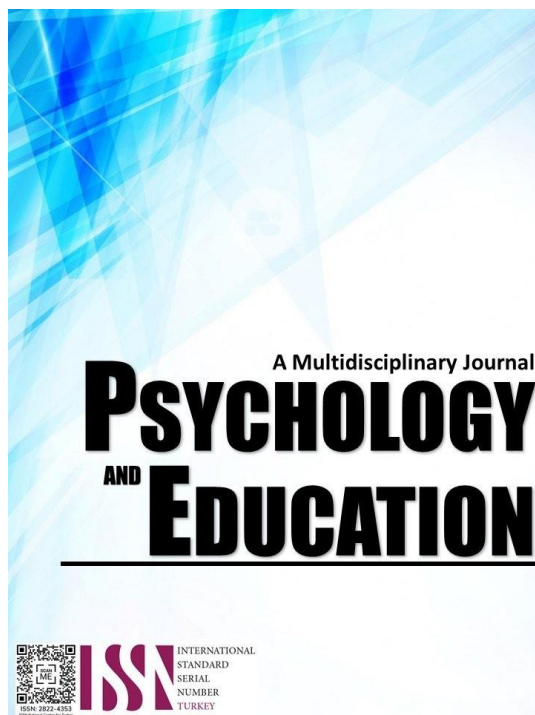


USING ANIME IN TEACHING SELECTED CONCEPTS IN ARALING PANLIPUNAN GRADE 7 IN A SECONDARY SCHOOL IN CALAUAG, QUEZON



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Using Anime in Teaching Selected Concepts in Araling Panlipunan Grade 7 in a Secondary School in Calauag, Quezon

Diana Rose S. Gonzales,* Maria Celerina D. Oreta, Melchor B. Espiritu, Rosemarie B. Alfarero

For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the effects of using anime in teaching selected concepts in Araling Panlipunan in grade 7 students in a secondary school in Calauag, Quezon. It determined the profile of the respondents in terms of age, sex, and section. It also revealed the effects of using anime in teaching selected concepts in Araling Panlipunan in grade 7 students in terms of cultural awareness, improved listening skills, and enhancing learning motivation. The researcher used descriptive method of research. This study employed simple random sampling design. Under this procedure, the researcher considered using one hundred (100) respondents from the grade 7 students in a Secondary School in Calauag, Quezon to get the 100% of the respondents. Majority of the respondents are female. Most of the respondents came from section Marangal which accounts for thirty-eight percent of the total respondents. This study found out that the average mean of 3.81 interpreted as Agreed indicated most of the respondents are agreed on the effects of using anime in teaching selected concepts in araling panlipunan in grade 7 in terms of cultural awareness. Likewise, the average mean of 4.04 interpreted as Agree, indicated that most of the respondents agreed on the effects of using anime in teaching selected concepts in araling panlipunan grade 7 in terms of improved listening skills. The average mean of 4.14 interpreted as Agree, indicated that most of respondents agreed on the effects of using anime in teaching selected concepts in araling panlipunan grade 7 in terms of enhances learning motivation. Based from the results of Kruskal Wallis H-test the null hypothesis of age is rejected, which means that there is a significant difference on the perceived effects of using anime in teaching selected concepts in Araling Panlipunan grade 7 when respondents are grouped by age. However, the null hypothesis of sex and section are accepted which means that there is no significant difference on the perceived effects of using anime in teaching selected concepts in araling panlipunan grade 7 when respondents are grouped according to their sex and section. From the result of this study, the following were recommended; School Administrators may develop guidelines for teachers on incorporating anime responsibly into lesson plans, promoting cultural awareness, Parents may discuss the initiative with teachers and engage in open communication about the anime selections, focusing on how it can enhance their child's cultural awareness, Teachers may develop creative lesson plans that utilize anime clips, characters, or storylines to teach historical events, social concepts, or traditional practices, all with the goal of raising cultural awareness, Students may engage actively in classroom discussions about the cultural awareness aspects depicted in the anime, and Future Researcher may conduct research to assess the effectiveness of using anime in teaching Araling Panlipunan, with a focus on its impact on student cultural awareness.

Keywords: *anime, concepts in araling panlipunan, cultural awareness, improved listening skills, enhances learning motivation*

Introduction

Anime, with its captivating storytelling and visually appealing animation, has become a powerful tool in education, particularly in teaching selected concepts in Araling Panlipunan. By incorporating anime into the curriculum, educators can create engaging and interactive learning experiences for students. Not only does anime provide a unique and entertaining way to introduce historical, geographical, and social concepts, but it also plays a significant role in improving students' listening skills by exposing them to the Japanese language. Furthermore, the use of anime in Araling Panlipunan can ignite students' learning motivation as they are more likely to be interested and invested in the lessons. The colorful characters, dynamic plots, and relatable themes in anime can capture students' attention and make the learning process more enjoyable and memorable. Additionally, anime serves as a bridge to cultural awareness, allowing students to explore different perspectives, traditions, and values portrayed in Japanese animation.

Incorporating anime into Araling Panlipunan not only enhances the understanding of academic concepts but also fosters cultural appreciation, empathy, and open-mindedness among students. Through the creative integration of anime, educators can create a holistic learning environment that not only educates but also inspires and empowers students to explore diverse cultures and perspectives.

According to Chan, Y. H., et al (2017), students who are interested in anime are more likely to study Japanese language and culture (Manion, 2005; Fukunaga, 2006; William, 2006). About the actual application of anime in a Japanese language classroom, however, not much has been written. This study aims to bridge the knowledge gap regarding anime use as a teaching tool in Japanese language classrooms by utilizing the method of classroom research. The primary goal of this qualitative study is to talk about the participants' opinions regarding the use of anime as a teaching tool. A public university in Malaysia organized and ran a course called "Learning Japanese language and Culture through Anime. Data were gathered from the participants' learning diaries at seven-week intervals throughout the course administration, as well as from a group interview at the conclusion of the semester. The results of the data

analysis on the participants' opinions of using anime as a teaching tool include stereotypes, critical thinking, motivation, language and cultural awareness, and a sense of prejudice. According to the findings, allowing anime to be taught in Japanese language classes is like opening a new avenue for teachers to engage with students and gain a deeper understanding of how they are learning the language and culture through anime. It is imperative to furnish perceptive suggestions to Japanese language instructors concerning the potential application of anime as a pedagogical instrument.

This study will make students know that anime can give life lessons so that they can apply it to their daily basis to improve their selves more. Some anime can give some advance knowledge so that it can help students to participate greatly in class. Anime gives benefits and entertainment around the world.

Research Questions

The purpose of this research is to determine the effects of anime in teaching selected lesson in araling panlipunan grade 7 in a secondary school in Calauag, Quezon. Specifically, the study will attempt to answer the following questions:

1. What is the profile of the learners in terms of:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. section?
2. What are the effects of anime in teaching selected lesson in araling panlipunan grade 7 in terms of:
 - 2.1. cultural awareness;
 - 2.2. improved listening skills; and
 - 2.3. enhances learning motivation?
3. Is there a significant difference on the perceived effects of anime in teaching selected concepts in araling panlipunan grade 7 when respondents are grouped according to profile?

Methodology

Research Design

This study used descriptive survey method to collect data for the measure of the effects of using anime in teaching selected concepts in Araling Panlipunan among the selected students in selected junior high school in Calauag, Quezon. The researcher used survey questionnaire as an instrument. Based on the survey's result the researcher was able to determine the details of the study.

According to Heath, C. (2023), descriptive research design aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why.

Respondents

The researcher randomly selected 100 students who are currently enrolled in Sto. Domingo National High School S.Y 2022-2023 and the effects of anime in teaching selected concepts in Araling Panlipunan in grade 7 was the focus of the study.

According to Hayes, A. (2023), a simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group.

Instrument

The researcher used a researcher-made questionnaire as a research instrument. The survey questionnaire has two parts. Part I covered the general information of the students including the age, sex, and grade level. Part II included the effects of using anime in teaching selected concepts in Araling Panlipunan of selected junior high school students in term of cultural awareness, improved listening skills, enhances learning motivation. The questionnaires is a Likert scale of, 5 - Very Much Agree (VMA), 4 - Agree (A), 3 - Moderately Agree (MA), 2 - Less Agree (LA), 1 - Least Agree (LEA) for identifying the effects of using anime in teaching selected concepts in araling panlipunan grade 7.

The researcher made questionnaires were validated by two experts. A pilot testing using Cronbach's Alpha was conducted to (twelve) 12 respondents from a school which is not the target of the study. This will determine the internal consistency of the research instrument. If the result is 0.70 and above there is an internal consistency of the instrument, and it is acceptable. The result of cultural awareness is 0.93 which means there is an internal consistency of the instrument and it is interpreted as excellent. In improved listening skills is which means there is an internal consistency of the instrument and it is interpreted as excellent. Meanwhile the result of enhances learning motivation is 0.93 which means there is an internal consistency of the instrument and it is interpreted as excellent.

Procedure

After Pilot Testing, prior to the conduct of the study, the researcher will send a letter to the school Principal and Adviser. Upon approval, the researcher will administer the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student response was given enough time to answer the questions. After data gathering, the researcher collected them for tallying the scores and to applied the statistical treatment to be used in the study.

The descriptive research design method using Likert scale was used in order to rate the effects of using anime in teaching selected concepts in Araling Panlipunan in grade 7 students. Data were gathered through “Simple Random Sampling” both male and female officially enrolled in a secondary school in Calauag, Quezon were selected to fill the questionnaire. Data were gathered through face-to-face survey following the safety health protocols to prevent the spread of the virus.

Data Analysis

In this study, the researcher will use statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They will be tallied and entered into a master list of the data collection sheet. Percentage and Frequency Distribution were used to interpret the profile of the respondents. To get the weighted mean to describe the items in the indicators, the researcher used the formula (Calmorin, 2007; 116-118). To test the significant difference of three or more means, the researcher used the Kruskal-Wallis for non-parametric test.

Results and Discussion

This section shows the presentation, analysis, and interpretation of the gathered data from the respondents. The data were presented in the tabular form followed by its descriptive analysis. The interpretation of the data was also provided to elaborate the data from the table.

Table 1. *Frequency and Percentage Distribution of the Respondents According Age*

Age	Frequency	Percentage (%)	Rank
12 years old	23	23	2
13 years old	59	59	1
14 years old	18	18	3
Total	100	100	

Table 1 shows the distribution of respondents according to age. Of the total respondents, 23 individuals or 23% were 12 years old, 59 individuals or 59% were 13 years old and 18 individuals or 18% were 14 years old. It can be inferred that most of the grade 7 students' respondents were 13 years old based on the highest frequency and percentage of respondents in this age range.

Analyzing the increasing fame of anime among teenagers, particularly during the time of the COVID-19 pandemic, was the main goal of the study done by Kurniawan (2022). From the research, it was found that even those teenagers who do not watch anime can still find a common ground with those who watch it because of the captivating visuals, different voice actors, and interesting story lines among other reasons why people like anime. Moreover, those who have viewed anime on television before also expressed genuine enjoyment from them. Additionally, socializing with other individuals who love anime creates some form of relaxation and openness among teenagers.

Implication

As a pre-service teacher, the information derived from Table 1 and the analysis of anime popularity among teens emphasize the importance of integrating students' interests into the learning experience. With 59% of the participants being 13 years old, it is important to appreciate that this age group is highly exposed to cultural influences, including anime, which can be an effective vehicle for engagement. By incorporating anime themes and elements into lesson plans, teachers can make their classrooms a more familiar and engaging place to learn that students can identify with. This not only creates a sense of student community—enabling students to bond together over common interests—but also encourages emotional health through the availability of a space for relaxation and socialization. Furthermore, recognizing the various ways students interact with media can increase their creative and critical capacities as they learn about stories and themes from anime. Finally, tapping into these cultural resources can supplement education, making learning more practical and engaging for students in an early period in their development.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)	Rank
Male	39	39	2
Female	61	61	1
Total	100	100	

Table 2 exhibits the distribution of respondents according to sex. Male respondents had a frequency of 39, which accounts for 39%, while female respondents had a frequency of 61, which accounts for 61%. It can be concluded that most of the grade 7 student respondents were female.

Tanaka and Ishida (2015) conducted a study on the specific pleasure that female fans, also known as Fujoshi, possess from manga. The research utilized qualitative methods to analyze their consumption behavior. The researchers present three main factors that determine how this group enjoys manga such as importance having "flow" experiences significance, lack of any oppositional readings and interaction within communities of Fujoshi.

Implication

As a pre-service teacher, the 61% of the respondents being female, as shown by the findings in Table 2, greatly informs that the interests and likes of future students. The research on Fujoshi, or women who are fans of manga, emphasize the needs to pay attention to the distinct experiences and motives of female students in class. Through acknowledging the importance of "flow" experiences, lack of obstructive readings, and community interaction in determining their satisfaction in reading manga, I am able to make more effective pedagogical plans for involving female students in literacy and language arts education. For example, integrating manga and graphic novels into the curriculum can offer a more inclusive and relevant reading experience for female students, as well as create a sense of belonging and shared interest among peers. Additionally, recognizing the various ways that female students consume media can assist in building a more inclusive and supportive learning environment, where students feel valued and encouraged to share their interests and passions.

Table 3. *Frequency & Percentage Distribution of the Respondents in Terms of Section*

Section	Frequency	Percentage (%)	Rank
Marangal	38	38	1
Masunurin	21	21	2.5
Maaasahan	20	20	4
Masigla	21	21	2.5
Total	100	100	

Table 3 displays the distribution of respondents according to their section. The data revealed that 38 or 38% of respondents are from section Marangal, 21 or 21 % are from section Masunurin, 20 or 20% are from section Maaasahan and 21 or 21% are from section Masigla. Thus, it is evident that most of the students' respondents are from section Marangal.

Dadakoglu (2022) finds out how manga and anime portray fundamental values and the impact it has on high school learners. Thirteen twelfth-grade students attending a high school in Ankara were involved in the research through a case study method. Data was gathered by using questionnaires as well as focus group interviews; Quantitative analysis was done with tabulation while content analysis was used for qualitative results. According to the study, Japanese comics and animation usually stress basic principles which may suggest that these can be used for teaching morals.

Implication

As a pre-service teacher, the results in Table 3 states that 38% of respondents belong to section Marangal, are interesting perception into what future classroom will look like and the possibility of having instructional strategies tailored. The studies on how manga and anime depict basic values and influence high school students remind us of the importance of incorporating the use of such media in the curriculum, especially for the most several groups represented by section Marangal students. Through the use of manga and anime as learning materials, I am better able to impart moral values and ethical messages in terms that will most appeal to students. This method, aside from fascinate students by drawing upon their own interests, can also promote value discussion and critical thinking through debates of values projected through these modes of media. Additionally, introducing these types of media can create a more open and dynamic class setting, one where students will be encouraged to navigate intricate subject matter and integrate it into personal lives. Finally, tapping into the cultural value of manga and anime can be used to improve moral education and foster greater value understanding among students in my classroom.

Table 4. *Respondents Assessment on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan in terms of Cultural Awareness*

Indicators	Average Mean	Verbal Interpretation	Rank
<i>I can ...</i>			
1. See how anime can effectively convey cultural nuances.	3.72	Agree	5
2. Understand cultural diversity better through the use of anime.	3.97	Agree	1
3. Envision anime as a valuable tool for promoting cross-cultural understanding.	3.75	Agree	4
4. Identify cultural elements in anime that reflect real-world diversity.	3.82	Agree	2
5. Appreciate cultural differences by observing diverse perspectives portrayed in anime.	3.79	Agree	3
Grand Mean	3.81	Agree	

Legend; Least Agree (1.0-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.0).

Table 4 presents the perceived effects of using anime in teaching selected concepts in Araling Panlipunan in terms of cultural awareness. The respondents agree that they can understand cultural diversity better through the use of anime evidenced by the highest mean of 3.97. However, the respondents agree that they can see how anime can effectively convey cultural nuances evidenced by the lowest

mean of 3.72. The average mean is 3.81, interpreted as “agree”.

The data indicates that respondents can better understand cultural diversity using anime. The use of anime in teaching aids can greatly enhance students' understanding and respect for different cultures, which may eventually lead to the creation of more empathy and cross-cultural relations among learners. Despite recognizing that anime helps them understand different cultures, students may consider making the use of this medium more effective in bringing out fine cultural aspects. One way to achieve this is to be more careful when choosing anime so that it can be more authentic and relevantly cultural and by having additional methods of teaching students the cultural values displayed in it.

Dadakoglu (2022) and Oliveira (2022) emphasize the potential of anime to enhance cultural understanding and appreciation among students. Dadakoglu's study shows that students perceive anime as an effective tool for comprehending cultural diversity, while Oliveira's research suggests that anime motivates learners to engage in Japanese language and culture. This emphasizes anime's role in promoting intercultural competence and language acquisition.

Implication

As a pre-service teacher, the findings in Table 4 strengthen the great potential of anime as an instructional tool in promoting cultural awareness among students. The clear agreement of the respondents regarding their ability to comprehend cultural diversity using anime speaks highly of its efficacy in closing cultural differences and promoting empathy. This awareness inspires me to use anime carefully in teaching, making sure that the content chosen truly represents varied cultural voices. In so doing, I am able to establish a richer and more involving learning environment that not only inspire students' interest but also enhances their sense of cultural difficulty. Also, the awareness of the fact that students can benefit from other approaches to examine the cultural values present in anime convey the value of incorporating reflections, discussions, and critical analyzes into the educational curriculum. Doing so will not only increase intercultural competencies among the students but will also encourage the students to further immerse themselves in the matter at hand and, in so doing, train them to succeed in an ever more interconnected globe with respect for and appreciation of cultural diversity.

Table 5. *Respondents Assessment on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan in terms of Improved Listening Skills*

<i>I can...</i>	<i>Indicators</i>	<i>Average Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Expand my vocabulary and knowledge of idiomatic expressions.		4.16	Agree	2
2. Improve my overall comprehension and understanding of conversations		4.06	Agree	3
3. Expose me to different accents and speech patterns.		3.83	Agree	5
4. Help me develop better focus and concentration while listening.		4.20	Agree	1
5. Improve my ability to follow fast- paced conversations		3.93	Agree	4
Grand Mean		4.04	Agree	

Legend; Least Agree (1.0-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.0).

Table 5 exhibits the perceived effects of using anime in teaching selected concepts in Araling Panlipunan in terms of improved listening skills. The respondents agree that it can help them to develop better focus and concentration while listening shown by the highest mean of 4.20. Meanwhile, the respondents agree that it can expose them to different accents and speech patterns shown by the lowest mean of 3.83. The average mean is 4.04, interpreted as “agree”.

The results suggest that anime can assist in enhancing focus and concentration while listening. One potential benefit of adding anime in instructional materials is their engaging and immersive nature which can effectively capture the attention of students thus enhancing their ability to concentrate and focus during listening activities.

However, the lower mean score regarding exposure to different accents and speech patterns through anime indicates a potential limitation of using this medium for developing listening skills. While anime may offer exposure to diverse linguistic features, such as regional accents and speech patterns, its portrayal of language may not always accurately reflect real-world variations. Thus, educators may need to supplement anime based listening activities with authentic audio materials or targeted exercises to ensure students are exposed to a wide range of linguistic diversity.

Wisniawati's (2022) study, Bacani (2021), Junjie (2017), and Uy et al. (2023) provide comprehensive evidence that using anime as a tool for learning languages can increase motivation and improve education. Since anime is so engaging and captivating, it captures the students' interest and makes them want to engage more in their studies. Additionally, anime provides learners with real-world language practice, such as listening to how native speakers converse, which enhances their vocabulary and listening comprehension abilities.

Implication

As a pre-service teacher, the findings from Table 5 emphasize the interesting benefits of incorporating anime as a tool for learning listening skills in language teaching. The high consensus among the respondents on the potential of anime in enhancing focus and attention during listening, as marked by the highest mean score of 4.20, illustrates its fascinating interest. This interaction is also key to encouraging students to engage actively in learning because the engaging stories and rich imagery of anime can turn everyday listening practice into fun and engaging activities. Also, the exposure to natural conversation situations of anime enables students to

listen to native speakers producing the language, hence broadening their vocabulary and improving listening skills. However, the lower mean score in terms of exposure to various accents and speech patterns indicates that although anime is helpful, it must not be the only material used to build listening skills. As a prospective educator, I understand the need to supplement anime with real audio materials and varied linguistic resources to offer a more holistic listening experience. By incorporating anime responsibly into my coursework, I can create an inspiring learning environment that not only engages students' interest but also provides them with the proper skills to navigate real-life language use appropriately. This balanced instructional approach will ultimately improve their overall language ability and prepare them for effective communication in a wide range of situations.

Table 6. Respondents Assessment on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan in terms of Enhances Learning Motivation

<i>I can...</i>	<i>Indicators</i>	<i>Average Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Participate in group discussions centered around social studies themes presented in anime.		4.26	Very Much Agree	2
2. Create anime-inspired projects related to social studies topics.		3.97	Agree	5
3. Gain a deeper understanding and appreciation for various societies.		4.04	Agree	4
4. Feel anime broadened my understanding of art in general.		4.11	Agree	3
5. Use anime as a source of valuable life lessons or moral.		4.33	Very Much Agree	1
	Grand Mean	4.14	Agree	

Legend: Least Agree (1.0-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.0).

Table 6 demonstrates the perceived effects of using anime in teaching selected concepts in Araling Panlipunan in terms of enhancing learning motivation. The respondents very much agree that they can use anime as a source of valuable life lessons or moral demonstrated by the highest mean of 4.33. Furthermore, the respondents agree that they can create anime-inspired projects related to social studies topics demonstrated by the lowest mean of 3.97. The average mean is 4.14, interpreted as “agree”.

The highest mean indicates that respondents perceive anime as a source of valuable life lessons or moral. This implies that anime has the potential to convey important ethical or moral messages to students, which can enhance their understanding of social issues and promote critical thinking skills. Educators can utilize anime as a tool to facilitate discussions on moral issues, cultural values, and societal norms, thus fostering students' ethical development and moral reasoning.

Despite the slightly lower weighted mean, respondents still agree that they can create anime-inspired projects related to social studies topics. This suggests that students are willing to engage with anime as a creative medium for exploring and expressing their understanding of social studies concepts. Schools can encourage students to create anime-inspired projects, such as visual presentations, creative writing assignments, or multimedia productions, to demonstrate their understanding of historical events, cultural practices, or contemporary issues. By integrating anime-inspired projects into the curriculum, educators can engage students' interests and creativity, thereby enhancing their motivation to learn and participate in social studies activities. Samosa (2021) and Henrique (2023) explore the educational applications of anime beyond language learning, demonstrating its potential to teach various subjects, including history, language arts, and visual arts. These studies demonstrate the versatility of anime as an educational tool and its ability to engage learners across different disciplines.

Implication

As a pre-service teacher, the results of Table 6 indicate the overall potential of anime as an educational tool that goes far beyond language attainment. The fact that the respondents tended to agree strongly regarding the potential of anime as a source of useful life lessons, with an average score of 4.33, indicates its potential to deliver significant ethical and moral lessons. This is a quality that makes anime a good vehicle for conducting social issue discussions, cultural values, and societal norms discussions, thus promoting critical thinking and ethical growth in students.

Further, the passion of the students to work on anime-based projects, even with the lower mean score, demonstrates an openness to learning and presenting their comprehension of social studies principles through innovative processes. As an aspiring teacher, I believe in the significance of using anime's compelling storytelling and visual representations to educate multiple subjects, such as history, language arts, and visual arts. By incorporating anime into instruction, I am able to make learning exciting while motivating students to delve into in-depth themes and concepts across different subjects. This method not only increases their desire to learn but also encourages creativity and critical thinking, which empowers them with the skills needed to navigate and comprehend the rich and varied world they live in. In the end, accepting the diversity of anime in the classroom can create a more complete and interactive learning experience for students.

Table 7. Summary table on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan

<i>Perceived Effects of Using Anime in Teaching Araling Panlipunan</i>	<i>Average Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
Cultural Awareness	3.81	Agree	3
Improved Listening Skills	4.04	Agree	2
Enhances Learning Motivation	4.14	Agree	1
Average Mean	3.99		

Legend: Least Agree (1.0-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.0).

Table 7 presents the summary table on the perceived effects of using anime in teaching selected concepts in Araling Panlipunan. It revealed that the respondents agree that anime has the most significant effect in enhancing learning motivation evidenced by the highest average mean of 4.14. Meanwhile, the respondents agree that anime has the least effect in cultural awareness evidenced by the lowest average mean of 3.81.

The results indicate that the use of anime in Araling Panlipunan teaching may increase study interest, however its influence towards understanding one's culture appears not to be far-influential. It is recommended that teachers should improve their lessons based on anime with comprehensive materials that address this issue effectively.

Alsubaie (2020) also supports these findings. The study revealed that Arabic native speakers show high motivation to learn Japanese, particularly influenced by their exposure to anime. The captivating nature of anime narratives and characters can ignite a strong interest and enthusiasm for language learning, motivating learners to engage more deeply with the target language.

Implication

As a pre-service teacher, Table 7 findings highlight the dramatic impact that anime can have in motivating students' learning, based on the highest average mean score of 4.14. This implies that anime's attractive plot line and identifiable characters are capable of gleam students' attention, leading to an increased level of enthusiasm towards learning. Yet the lower average mean of 3.81 for cultural awareness suggests that while anime can create interest in the topic, its effect on cultural understanding might be less significant. This suggests that educators need to carefully incorporate holistic materials and lectures that engage cultural subtleties together with anime content. By accomplishing this, I am able to develop a more balanced method that not only keeps students motivated but also deepens their comprehension of cultural backgrounds. Furthermore, the fact that Arabic native speakers show strong motivation to learn Japanese because they are exposed to anime supports the belief that anime can be an effective booster for language learning and cultural discovery. As I step into the profession of teaching, I am motivated to use the inspiring elements of anime while ensuring that my lessons are also introduce greater appreciation of cultural diversity and tolerance, thereby finally empowering my students with the capabilities and knowledge that will help them succeed in a multicultural society.

Table 8. *Significant Difference on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan when Respondents are Grouped According to Age*

Groups	N	Median	df	χ^2 (H value)	χ^2_c (Critical Value)	Significant Level	P- value	Decision
12 y/old	23	4.20	2	7.395	5.991	0.05	0.025	Reject Ho
13 y/old	59	4.00						
14 y/old	18	3.83						

Table 8 demonstrates the significant differences on the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to age. Since the H value of 7.395 is greater than the critical value of 5.991 and a P-value of 0.025 at 0.05 level of significance, the null hypothesis is rejected. This suggests that there is a significant difference in the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to age.

It implies that respondents of different ages have contrasting opinions on the effectiveness of using anime in teaching Araling Panlipunan concepts. Educators should understand that one-size-fits-all kind of teaching method cannot effectively work when bringing anime into their classrooms. This implies therefore, that there must be different teaching techniques used to cater the diverse interests and learning abilities among students who belong to different age brackets with the aim of making learning through anime more effective.

Kurniawan, M. A. (2022) research revealed the increasing popularity of anime among teenagers, particularly after the COVID-19 pandemic, resulting in a challenge for educators to accommodate various levels of familiarity and interest in anime among students. Furthermore, Kurniawan's study found out the reasons behind teenagers' interest in anime.

It reveals that even those who initially disliked anime may be drawn to its captivating visual style, diverse cast, and captivating narratives, fostering meaningful interactions among peers. These findings emphasize the importance for educators to adapt their approaches in incorporating anime into teaching practices, ensuring that learning remains engaging and effective across different age brackets.

Implication

As a pre-service teacher, results in Table 8 emphasize the pivotal significance in considering age-specific differences in pupils' perceptions towards the effectiveness of teaching Araling Panlipunan concepts using anime. The presence of a meaningful difference in reaction between the various age groups reveals that pupils from diverse stages in development might differently respond to and relate with anime. This observation is especially apt in the context of the growing popularity of anime among adolescents, particularly in the wake of the COVID-19 pandemic, which has increased its popularity and applicability in modern education. As I stand ready to enter the classroom, I realize that a one-size-fits-all strategy in teaching with anime will not work; rather, I need to be flexible and

responsive to the varied interests and levels of familiarity among my students. By using a variety of instructional methods that accommodate various age levels, I can develop a more inclusive and motivating learning environment that appeals to every student. Further, the conclusions of Kurniawan's research, where even those who initially hated anime can be attracted to its engrossing elements, support educators' inclusion of anime in class with careful planning. This process can promote valuable peer interactions and increase general participation, ultimately creating learning through anime an even more effective and enriching experience for students throughout different age groups.

Table 9. *Significant Difference on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan when Respondents are Grouped According to Sex*

Groups	N	Median	df	χ^2 (H value)	χ^2_c (Critical Value)	Significant Level	P-value	Decision
Male	39	3.87	1	2.182	3.841	0.05	0.140	Accept Ho
Female	61	4.07						

Table 9 exhibits the significant differences on the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to sex. Since the H value of 2.182 is less than the critical value of 3.841 and a P-value of 0.140 at 0.05 level of significance, it failed to reject the null hypothesis. This suggests that there is no significant difference in the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to sex.

The findings demonstrate that sex is not a significant factor in determining how beneficial it is to use anime when educating students on certain Araling Panlipunan concepts. Since we failed to reject the null hypothesis, we can conclude that male and female respondents have similar perception on the effectiveness of using anime in teaching concepts in Araling Panlipunan. Thus, teachers may incorporate anime into teaching methods since it has equal advantages for male and female students. However, they should also realize that apart from sexes there could be other personal or demographic traits which might affect how students view and interact with anime educational materials.

Japanese comics known as manga and its related products such as anime play an important role in contemporary cultural consumption in Japan and beyond. This paper focuses on female manga fans called Fujoshi and examines their unique way of enjoying manga from a gender perspective. Drawing on theories of media consumption and enjoyment in leisure and using qualitative research methods, this paper identifies three factors that characterize the way Fujoshi enjoy manga: the importance of enjoyment or an experience of what Csikszentmihalyi calls „flow“, the lack of oppositional reading, and the importance of interaction with other Fujoshi. The authors conclude that Fujoshi's way of enjoying manga involves ambivalences. Though it has positive impact on their quality of life, its contribution to the transformation of gender relations is limited. Also, interactions within a Fujoshi fandom can not only nurture mutual understanding and friendship but also cause certain tensions among them. Tanaka H., & Ishida S., (2015)

Tanaka and Ishida's (2015) study examine the unique enjoyment of manga among female fans known as Fujoshi. The study also found three key factors characterizing how Fujoshi enjoy manga, including the importance of experiencing "flow," the absence of oppositional reading, and the significance of interaction within the Fujoshi community. While Fujoshi's enjoyment of manga contributes positively to their quality of life, the study suggests that its impact on transforming gender relations is limited.

Furthermore, interactions within the Fujoshi fandom may foster mutual understanding and friendship but can also lead to tensions among members. Additionally, the study emphasizes the importance of recognizing diverse viewpoints and preferences when incorporating anime and manga into educational settings, regardless of gender.

Implication

As a pre-service teacher, the results in Table 9 emphasize the necessity of understanding that sex does not have a meaningful impact on how students perceive the effectiveness of incorporating anime in instruction of Araling Panlipunan concepts. That there is no significant difference in male and female respondents indicates both genders can share equally in deriving benefits from incorporating anime into practice. This understanding drives me to use anime with confidence as a part of my teaching strategies, aware that it has the capability to attract and inspire all learners, independent of gender. But the studies conducted on female fans of manga, specifically the Fujoshi culture, highlight the need to pay attention to varied individual and demographic characteristics that could determine how students would engage with anime and manga. The conditions mentioned in the research—like the value of having "flow," the lack of obstructive reading, and the value of interaction with community—remind me that students' reception of anime can be highly different depending on their own experience and tastes. As I step into the classroom, I will work to ensure that I make a welcoming environment that recognizes and respects these differences of opinion. By creating and encouraging discussions and activities that engage a variety of interests and experience levels, I can maximize the educational value of anime and manga, ultimately improving the learning environment for all students and facilitating deeper understanding of cultural ideas

Table 10 reveal the significant differences on the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to their section. Since the H value of 4.741 is less than the critical value of 7.815 and a P-value of 0.192 at 0.05 level of significance, it failed to reject the null hypothesis. This suggests that there is no significant difference in

the perceived effects of using anime in teaching selected concepts in Araling Panlipunan when respondents are grouped according to their section.

Table 10. *Significant difference on the Perceived Effects of Using Anime in Teaching Selected Concepts in Araling Panlipunan when Respondents are Grouped According to Section*

Groups	N	Median	df	χ^2 (H value)	χ^2_c (Critical Value)	Significant Level	P-value	Decision
Maaasahan	20	4.07	3	4.741	7.815	0.05	0.192	Accept Ho
Marangal	38	4.10						
Masigla	21	3.87						
Masunurin	21	3.93						

The data indicates that no significant differences were found in the perceived effects of using anime to teach Araling Panlipunan concepts among different class groupings. It implies that regardless of section, anime's impact on teaching is still the same. The failure to reject the null hypothesis implies that differences in perception from one section to another are likely random rather than a representation of any actual difference in effectiveness. This suggests that educators may utilize anime in various sections since it can engage learners in a similar manner and enhance their comprehension abilities.

Corpuz's (2020) study investigated the impact of watching anime with subtitles on the vocabulary and syntactic complexity of ESL learners. The study involved Grade 8 students divided into groups, with some watching English-subtitled anime, others watching English-dubbed anime, and a control group using traditional teaching resources. Statistical analysis revealed a significant difference in learning outcomes among the groups, with those watching anime with English subtitles showing a better performance. This suggests that the method of watching anime with subtitles can significantly enhance learning outcomes, further supporting the idea that anime can be effectively utilized across different educational settings.

Implication

As a pre-service teacher, the results from Table 10 highlight that the observed impacts of utilizing anime in learning Araling Panlipunan ideas are consistent with various sections, which show that anime can work well in involving students regardless of class groupings. The absence of profound differences indicates that teachers can now comfortably include anime in their instruction plans in all sections with the confidence that it has the potential to promote understanding and motivation consistently. This fact is especially crucial in consideration of evidence showing the effectiveness of the use of subtitles when watching anime on vocabulary and syntactic sophistication among ESL students. The research's results emphasize that the way that one interacts with anime—either dubbing or subtitles—can have an effect on learning, prove that anime is not only a convenient but an adaptable educational medium as well. As I set to join the classroom, I shall reflect on how to use the interactive nature of anime to develop inclusive and effective learning opportunities for all students. Through strategic incorporation of anime into my curriculum, I can create an interactive learning environment that not only intrigues students but also facilitates the comprehension of difficult ideas, thus promoting their intellectual development in varied learning environments.

Conclusions

Based on the findings discussed in this research, the following conclusion were drawn:

Most of the respondents are thirteen years old. Most of the respondents are female. Majority of the respondents are from section Marangal.

Grade 7 students in Sto. Domingo National High School agreed that using anime as enhancing learning motivation have the most significant effects.

The perception of the respondents on the effects of using anime in teaching selected concepts in araling panlipunan when grouped according to sex and section does not vary. However, the respondent's perception when grouped according to age does varies.

Based on the findings and conclusion in this study, the recommendation of the researcher made help the following,

To the School Administrators, they may develop guidelines for teachers on incorporating anime responsibly into lesson plans, promoting cultural awareness.

To the Parents, they may discuss the initiative with teachers and engage in open communication about the anime selections, focusing on how it can enhance their child's cultural awareness.

To the Teacher, they may develop creative lesson plans that utilize anime clips, characters, or storylines to teach historical events, social concepts, or traditional practices, all with the goal of raising cultural awareness.

To the Students, they may engage actively in classroom discussions about the cultural awareness aspects depicted in the anime.

To the Future Researcher, they may conduct research to assess the effectiveness of using anime in teaching Araling Panlipunan, with a focus on its impact on student cultural awareness.

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Affiliations and Corresponding Information

Diana Rose S. Gonzales

Eastern Quezon College Inc. – Philippines

Maria Celerina D. Oreta, Ed.D

Eastern Quezon College Inc. – Philippines

Melchor B. Espiritu, Ed.D

Eastern Quezon College Inc. – Philippines

Rosemarie B. Alfarero

Eastern Quezon College Inc. – Philippines